

**MONTANA EVEN START PROGRAMS
2003-2004 MID YEAR REPORTING FORM
*Reporting Period: July 1, 2003-December 31, 2004***

**PROGRESS TOWARD MEETING REQUIRED (AND OPTIONAL) PERFORMANCE INDICATORS
UNDER SECTION 1210 OF THE EVEN START LAW
(ALL MONTANA PROGRAMS ARE REQUIRED TO MEET ALL MT EVEN START PROGRAM PERFORMANCE INDICATORS)**

Please complete this form and mail or email, along with “the grid,” to Chris Kuschel, 6990 Linda Vista Bl, Missoula, MT 59803, no later than **JANUARY 15, 2004**. If you have questions, please call Chris at (406) 251-5885, or email at Ckuschel@aol.com. Thank you.

1. Name of your Program:

2. 2003-2004 is Program Year Number:

3. During 2003-2004:

- a. Total number of adults served:
- b. Total number of children (age 0-2 years old) served:
- c. Total number of children (age 3-5 years old) served:
- d. Total number of children (age 6-7 years old) served:
- e. Total number of families served:
- f. Total number of GED's earned:
- g. Total number of high school diplomas earned (if applicable):

4. Since the beginning of your program:

- a. Total number of adults served:
- b. Total number of children (age 0-2 years old) served:
- c. Total number of children (age 3-5 years old) served:
- d. Total number of children (age 6-7 years old) served:
- e. Total number of families served:
- f. Total number of GED's earned:
- g. Total number of high school diplomas earned (if applicable):

In Column 4, Please document this information as a fraction, and as a percentage. For example, if you had 6 students in category A.1.1., and 4 of them gained at least one literacy level, report as, “4/6 = 67%” In this example, the answer in Column 5 would be, “Yes.” In Column 6, information is optional; this provides an opportunity to explain anything unusual. You may attach additional pages if necessary.

Indicator	Target or Standard	Measure	Result	Assessment of Progress	Explanation of Progress
Adult Achievement in reading, writing, English language acquisition, problem solving & numeracy	A.1.1.: At least 25% of Beginning Literacy Students (ABE Level 1) will demonstrate at or above specified test scale score gains of at least one literacy level after completing at least 12 hours of ABE instruction after date of enrollment until end of the Program’s Fiscal Year.	TABE-R (Forms 7/8 Reading). (Pre- and Post-Test sequence appropriate to student category.)	:	: Target Met? (Yes or No)	
Adult Achievement in reading, writing, English language acquisition, problem solving & numeracy	A.1.2: At least 25% of Beginning ABE Students (ABE Level 2) will demonstrate at or above specified test scale score gains of at least one literacy level after completing at least 12 hours of ABE instruction after date of enrollment until end of the Program’s Fiscal Year.	TABE-R (Forms 7/8 Reading). (Pre- and Post-Test sequence appropriate to student category.)	:	:	
Adult Achievement in reading, writing, English language acquisition, problem solving & numeracy	A.1.3: At least 45% of Low Intermediate ABE Students (ABE Level 3) will demonstrate at or above specified test scale score gains of at least one literacy level after completing at least 12 hours of ABE instruction after date of enrollment until end of the Program’s Fiscal Year.	TABE-R (Forms 7/8 Reading). (Pre- and Post-Test sequence appropriate to student category.)	:	:	
Adult Achievement in reading, writing, English language acquisition, problem solving & numeracy	A.1.4: At least 45% of High Intermediate ABE Students (ABE Level 4) will demonstrate at or above specified test scale score gains of at least one literacy level after completing at least 12 hours of ABE instruction after date of enrollment until end of the Program’s Fiscal Year.	TABE-R (Forms 7/8 Reading). (Pre- and Post-Test sequence appropriate to student category.)	:	:	
Adult Achievement in reading, writing, English language acquisition, problem solving & numeracy	A.1.5: At least 60% of Low Advanced ASE Students will demonstrate at or above specified test scale score gains of at least one literacy level after completing at least 12 hours of ABE instruction after date of enrollment until end of the Program’s Fiscal Year.	TABE-R (Forms 7/8 Reading). (Pre- and Post-Test sequence appropriate to student category.)	:	:	
Adult Achievement in reading, writing, English language acquisition, problem solving & numeracy	A.1.6: At least 60% of High Advanced ASE Students will achieve at least one personal educational goal within a literacy area (reading or math) after completing at least 12 hours of ABE instruction after data of enrollment until end of the Program’s Fiscal Year.	Appropriate to student category and goal area	:	:	

Adult Achievement in education and/or employment	A.2: At least 25% of Adults who have identified at least one educational goal or at least one employment goal will attain one or more of their goals after completing at least 12 hours of instruction from date of entry until end of the Program's Fiscal Year and within a prescribed period of time to be determined jointly by the adult and the program staff.	Pre- and post-checklist completed by adults and program staff	:	:	
Adult Achievement in reading, writing, English language acquisition, problem solving & numeracy	A.3: At least 25% of Teen Parent participants who are enrolled in high school will earn a high school diploma or state recognized equivalent documenting satisfactory completion of secondary credential after completing at least 12 hours of instruction from date of enrollment until end of the Program's Fiscal Year and within a prescribed period of time to be determined jointly by the adult and the program staff.	Standardized, Norm-referenced tests for Reading and Mathematics (ITBS-Grade 11), portfolio assessment, classroom grades	:	:	

Child Education	C.1: At least 90% of the children ages birth to three years old enrolled for at least three months in an Even Start program will show language and cognitive gains after at least three months from date of enrollment until exit or end of the Program's Fiscal Year.	Appropriate developmental screenings.	:	:	
Child Education	C.2: At least 90% of the children ages birth to three years old enrolled for at least three months in an Even Start program will participate in at least 70% of the child educational/developmental program activities offered in community, center, or home-based settings from date of enrollment until exit or end of the Program's Fiscal Year.	Program attendance records.	:	: Target met/unmet:	
Child Education	C.3: At least 80% of the children ages three to five years old whose families have been enrolled in an Even Start program for at least 7 months will demonstrate continuous progress in language development and literacy after at least 7 months from date of enrollment until exit or end of the Program's Fiscal Year.	Checklist documenting baseline and continual progress: Pre test to establish baseline within three months of enrollment Post test to determine continual progress after at least 7 months of enrollment at exit or end of program's fiscal year	:	: Target met/unmet:	
Child Education	C.4: At least 80% of the children in public school Kindergarten through Third Grade (K-3) ages five through eight years old whose families have been enrolled in an Even Start program for at least 7 months will attend school at the same or better rate as the building attendance rate after at least 7 months from date of enrollment until exit or end of the Program's Fiscal Year.	Public school attendance records	: %	: Target met/unmet:	

Child Education	C.5: At least 60% of the children in public school Kindergarten through Third Grade (K-3) ages five through eight years old whose families have been enrolled in an Even Start program for at least 7 months will demonstrate adequate progress in reading readiness and reading skills after at least 7 months from date of enrollment until exit or end of the Program's Fiscal Year.	<p>Checklist documenting baseline and continual progress:</p> <p>Pre test to establish baseline within three months of enrollment</p> <p>Post test to determine continual progress after at least 7 months of enrollment at exit or end of program's fiscal year</p>	:	: Target met/unmet:	
Child Education	C.6: At least 75% of the children in public school Kindergarten through Third Grade (K-3) ages five through eight years old whose families have been enrolled in an Even Start program for at least 3 months will be promoted to the next grade level from enrollment until end of school year (coincides with the Program's Fiscal Year).	School records	:	: Target met/unmet: .	

Family (Parenting and PACT)	F.1: At least 80% of families that have been enrolled in an Even Start program for at least 3 months and who have experienced a transition during the Program Year will participate in at least one transition activity during the Program's Fiscal Year.	Sign-in sheets, self-reporting forms, or family portfolio documentation.	:	: Target met/unmet:	
Family (Parenting and PACT)	F.2: At least 25% of families that have been enrolled in an Even Start program for at least three months and who are receiving primarily home-based services will transition to receiving primarily center-based services during the Program's Fiscal Year.	Sign-in sheets, self-reporting forms, or family portfolio documentation.	:	: Target met/unmet:	
Family (Parenting and PACT)	F.3: At least 85% of parent/guardian(s) that have been enrolled in an Even Start program for at least 3 months will increase their knowledge of child development theories and positive parenting techniques from enrollment until exit or end of Program's Fiscal Year.	Appropriate instrument	:	: Target met/unmet:	
Family (Parenting and PACT)	F.4: At least 85% of parent/guardian(s) that have been enrolled in an Even Start program for at least 3 months will independently increase the frequency of engaging in developmentally-appropriate and nurturing activities with their children as a result of increased knowledge of child development theories and positive parenting techniques, and participation in structured PACT Time from enrollment until exit or at end of Program's Fiscal Year.	Staff observations, self-reporting forms, family portfolio documentation, or checklist related to specific interactive skills.	:	: Target met/unmet:	
Family (Parenting and PACT)	F.5: At least 85% of parent/guardian(s) that have been enrolled in an Even Start program for at least three months will increase their satisfaction with their parenting support network as a result of participating in parenting education activities from date of enrollment until exit or end of the Program's Fiscal Year.	Appropriate Instrument	:	: Target met/unmet:	
Family (Parenting and PACT)	F.6: At least 85% of parents/guardian(s) enrolled in an Even Start program for at least three months and who have identified at least one goal related to family needs or community involvement will attain one or more of their goals upon exit or end of the Program's Fiscal Year, or within a prescribed period of time to be determined jointly by the adult participant and the program staff.	Pre- and post-checklist.	:	: Target met/unmet:	

July 1, 2003 - December 31, 2003
2003-2004 EVEN START PARTICIPANT LIST

FOR OPI USE		Parent Initials F.M.L.	CB or HB*	Enrollment Date	Months Enrolled						GED Attainment Date	Exit Date	Number of Home Visits Per Month	Number of Hours of Instruction Offered	Number of Hours of Instruction Received	Attendance
					7-03	8-03	9-03	10-03	11-03	12-03						
Example Shaded		ABC	CB	3/12/02									1			93%
	1.															
	2.															
	3.															
	4.															
	5.															
	6.															
	7.															
	8.															
	9.															
	10.															
	11.															
	12.															
	13.															
	14.															
	15.															
	16.															
	17.															
	18.															
	19.															
	20.															
	21.															
	22.															
	23.															
	24.															
	25.															
	26.															
	27.															
	28.															
	29.															
Average																